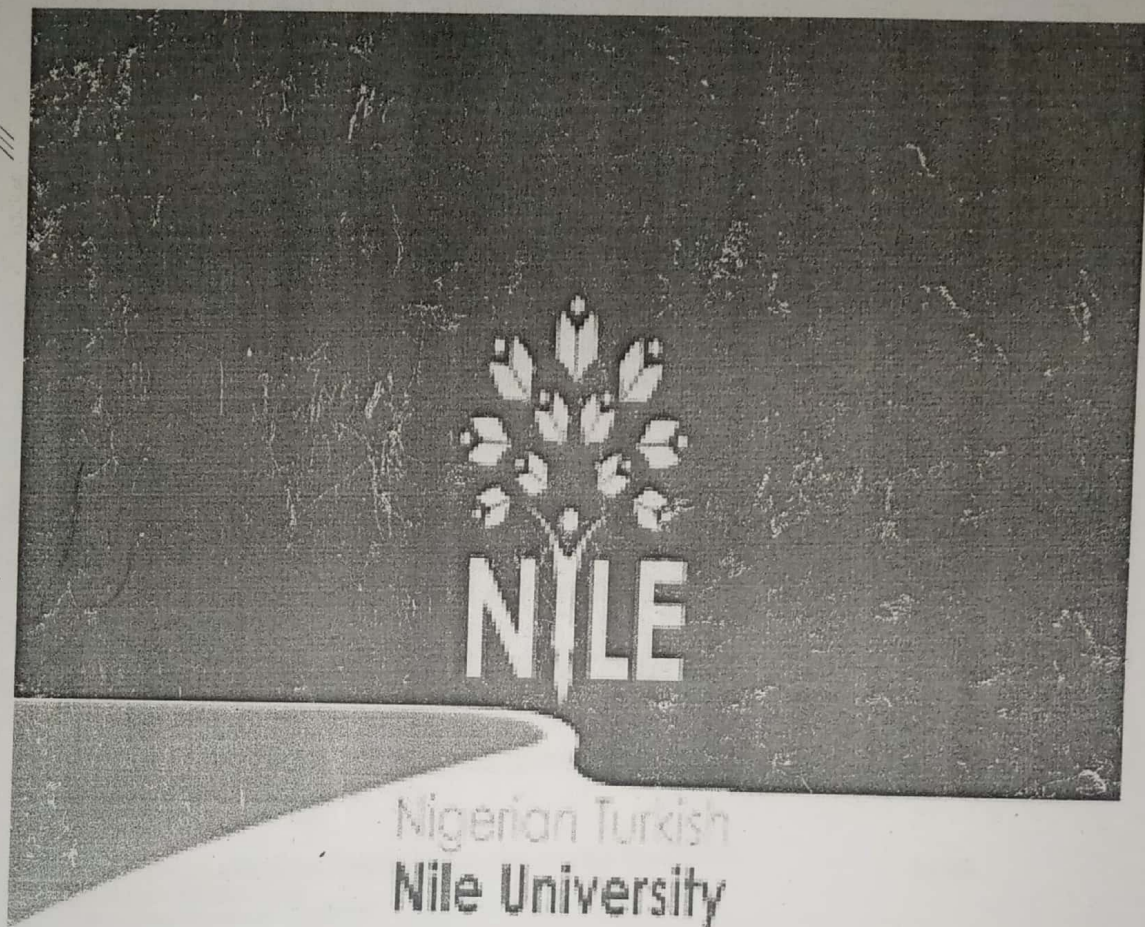


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Wrong Use of Internet and Neglect of Library by Nigerian University Students: An Implication for English Studies

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With the advent of Information Communication Technology (ICT) tools like mobile phones, computer, satellite TV, smartphones, internet, among several other devices, gross neglect use of libraries is very rampant among Nigerian students while a tremendous use of the ICT devices is on the increase. This has led to "Stereotyping" and "Xeroxing" of what ought to be a serious academic work as only a few students are regarded as ardent users of libraries. The population of the study consists of two government-owned universities and two privately owned universities in the North Central Zone of Nigeria. Random sampling technique was employed to select 25 male and 25 female students from each of the four universities, but only 196 students out of 200 made available their questionnaire that was used in computing the result. Two library experts and two English experts' advice were sought on the questionnaire for content validity. The instrument was subjected to test re-test technique producing 0.57 at 0.05 alpha level of significant. The finding of the result showed that very high percentage of the respondents favoured the use of ICT related gadgets for their academic pursuit. Based on this, it was concluded that the use of ICT related gadgets now affects students' serious academic work since they rely mostly on stereotype and Xerox kinds of studying. To this end, it was recommended among other things that teachers should, as a matter of seriousness, cross check all submitted assignments by students to make sure that they are devoid of stereotype or Xerox.

INTRODUCTION

One of the most important factors in the act of education is the ability to read, understand and critically comprehend the text (Hetting and Knapp, 2001). For this to be achieved learners must develop their reading habits just as (Abe 1991); Abe and Olajide (1995) assert that reading is the crux of intellectual development. Similarly, Lambo (1997) posits that the process of reading largely involves both physical and mental activities. This implies that the eyes (or sense of touch for the blind) and the brain work in co-ordination for the reader to get meaning out of a given

is further viewed as a stimulus-response (SO-R) situation that makes reading material as a stimulus that could spark off reactions (response) that are determined by the "O" factor of the reader. However, Bello and Lawal (2012) posit that people read at different levels of comprehension and the higher the level of comprehension required of the reader, the more interplay of other taxes and challenges the reader encounter. Such challenges include the reader's motivation, previous experience, the nature of reading materials and the kind of exposure the reader has. The material could be easy or difficult to read, it could be familiar or unfamiliar, these would therefore tax the reader to probe and

intensify should he comprehend the text being read.

Reading at the creative level involves the highest level of comprehension, (the lower being literal, inferential and critical levels) in hierarchical order. Creative reading therefore requires not only the readers' ability to understand the author's message at the plain (literal and inferential) levels but to be able to generate ideas which are not explicitly stated by the author but which are relevant to the topic or text that is being read.

The ability to read, comprehend and respond to the read text follow the basic tenet of communication skills of listening, speaking, reading and writing as sketched below:

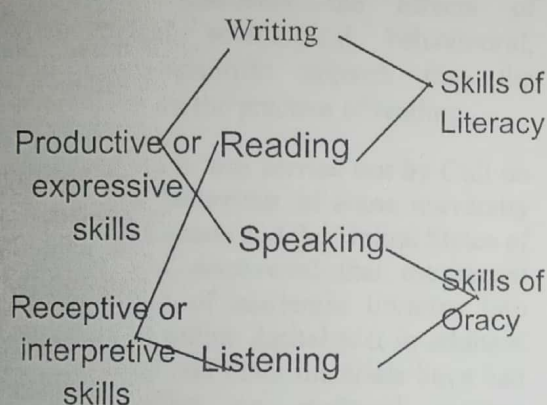


Figure 1: Adapted from Lawal (1994) classification of the four communication skills of language

The figure 1 above is an indication of holistic approach to language via reading activity which calls for the learner's metacognitive knowledge as well as metacognitive strategies. Ghapanchi (2012) posits that metacognitive knowledge refers to the information learners acquire about their reading, while metacognitive strategies are the general skills through which learners manage, direct, regulate, guide their reading, that is, planning, monitoring and evaluating their reading exercises. In line with these, Raeyaeckers (2002) asserts that good

reading habits are also vital part of lifelong learning concept.

LITERATURE REVIEW

Generally in academics, it is believed that the nerve of academic institutions and strong academic pursuit is the library. Library, according to the seventh Edition of Oxford Advanced Learner's Dictionary (2006), defines it as a building in which collections of books, CDS, newspapers, etc., are kept for people (especially students) to read, study, borrow. This means that students rely heavily on print materials such as textbooks, story books, journals, newspapers, etc., for information from the libraries since it seems impossible for an average Nigerian student to afford to buy all the books required by each course, but which are inadvertently available in the school libraries. As such, the library serves the holistic store book purpose for all class of learners because it helps to create and improve students' reading habits, knowledge, and awareness and broadening of their academic horizon. Similarly, Omoniyi (1997) observes that it is erroneous to view the library as a mere stock house of books or a place where students can go only to study for an impending examination. He asserts further that the primary task before any library is to acquire textual and non-textual materials that are best suitable for the use of its clientele, because such materials are vital sources of additional information the users need in their academic and research work.

By inference, it implies that a proper use of the library and materials enhances the users' reading skills and excellent academic performance. Of recent, Ibode and Isiugo-Abanihe (2011) discover in their study on redressing poor use of library culminating poor leading culture among Nigerian youths lament the phenomenon of poor reading culture, thus making books to lie fallow in libraries, but this does not mean that the students do not perform well in public conducted

examinations. The big question here is "how then do they pass", do they solely rely on the lessons or lectures delivered to them by their lecturers? The answer to these questions is found in the new innovations.

The advent of Information Communication Technology (ICT) tools like phone, computer, satellite TV, internet, among others, have created avenues for Nigerian students to interact with the world and the network socially around the globe instead of enhancing academic excellence. While lending credence to the above, Cull (2011) posits that while the internet is a text-saturated world, reading online screens tends to be significantly different from reading printed materials or texts. In his study, he discovers the effects of technological, sociological, behavioural, and neuro-scientific impacts that the internet has on the practice of reading.

A special study was carried out by Cull on the reading behaviour of some university students in Canada and the United States of America and discovered that the recent transportation of academic libraries into providers of online digital text in addition to print texts and other materials have had negative effect on students' reading culture. Instead of the students reading books, they now listen to people or films on "You tube", "face book", they also engage in "to go", "whatsapp", "chatting, among other frivolous applications online.

In another development, Sonaike (2004) finds out that those children in developed countries read during their leisure time for relaxation, while majority of students in the developing countries such as Nigeria read for the purpose of passing examination only.

Statement of the Problem

It is apparent these days as Papaefthymiou-Lytra (2010) posits that globalization and the development of Information and Communication Technologies (ICT) have

significantly influenced education and training. It is found that learners all over the globe have found themselves in constant need to acquire new skills and update their knowledge and expertise, all these, according to Muniandy (2010), are provided by libraries for information resources beyond the confine of the school so as to facilitate teaching, learning and research development. However, Muniandy argues that the growth of the internet and the increase of the variety of information dissemination via the World Wide Web (www) have implication for how it is used in educational institutions by students, because ICT now has become a substitute for good, careful and silent reading competences which libraries portend. It is further discovered that students nowadays spend sleepless nights and better parts of day time in school on one ICT application or the other. Virtually all classes of students have one ICT device or the other such as Ipad, laptop, palmtop, desktop, among others which are mostly used for social networking such as whatsapp, chatting, yahoo, etc. to the extent that when assignments are given, they would brows for the topic on the ICT, download and copy for submission in verbatim. This act therefore has made the Nigerian students to neglect the use of library, thus making the curative drugs turn round to become poison that kills the patient, and so Bello (2011) asserts that "if certain facts are to be hidden from Nigerian students, just put them on the pages of books, keep the books in the library and those facts will remain hidden forever.

The fact that ICT applications encourage the use of abbreviation of text messages has affected spelling of words and simple construction of sentences. Many people have been involved in accidents due to the use of ear piece for non-stop musical entertainment. Many students find it difficult to read as they enjoy terrible sites on the internet and some even keep late night "not burning academic candle" but

chatting and browsing for pals on facebook, among other nefarious acts. All these therefore spur this researcher to carry out this study.

Purpose of the Study

The study intends to find out how often students go to the library to study, how often do they browse the internet for academic purpose and to also find out if the use of ICT gadgets have improved their spoken and written English competence.

Research Questions

1. How often do students go to libraries to read?
2. Do students explore the internet for academic purposes?
3. Does the use of internet improve the spoken and written English competence of other students?

METHODOLOGY

This study is a descriptive survey type. The population consists of two Federal Universities and two Private Universities in the North Central Zone of Nigeria. Stratified random sampling technique was used to pick 50 male and 50 female students from each of the four universities, making 200 students in all as respondents. However, only 196 respondents returned their questionnaire. The instrument used consisted of ten researcher-designed questionnaire that were dispensed on the respondents. The questionnaire has three sections A, B and C. Section A has a six-item questionnaire, Section B has a four-item questionnaire while Section C has a two-item. The questionnaire items A called for responses on how often the students go to the libraries to read, and the questionnaire items B sought responses on what do students brows the internet for while the questionnaire items C sought responses about the spoken and written

English language competence of the students.

Two librarians and two English language experts' advice were sought on the questionnaire items for content validity of the instrument. The instrument was subjected to test re-test technique of three weeks interval, subjecting the scores to Pearson Product Moment Correlation technique producing 0.57 at 0.05 alpha level of significant.

Data Analysis and Results

The data collected from the study were analyzed using simple frequency counts and percentage distribution (FCPD). The analyses are shown in the tables 1 and 2 below:

Research Question 1

1. How often do students go to libraries to read?

Table 1: Frequency Counts and Percentage Distribution on how often Students go to Libraries to Read

		Frequency	%
1.	I go to libraries only to read for examination	37	44.39
2.	I go to libraries regularly for self development	61	31.12
3.	I only go to libraries to do assignments and for research	49	25
4.	I prefer the use of my ICT gadgets to going to libraries	189	96.43
5.	I only go to libraries to	176	89.80

	while away the time		
6.	I consider going to libraries as waste of time	21	10.74s

The results in table 1 above indicated that 189 respondents representing 96.43% prefer the use of their ICT gadgets to going to libraries to study. Next in rank to this is 176 respondents representing 89.80% who consider going to libraries to while away their precious time, followed by 87 respondents representing 44.39% who only go to libraries to read during examinations. Next after this is 61 respondents that represent 31.12% as those who regularly go to libraries for self-development. This is followed by 49 respondents that represent 25% as those who only go to libraries for materials to solve given assignments, while negligibly but still important 21 respondents representing 10.74% consider going to libraries as waste of time.

Research Question 2

1. Do students explore or browse the internet for academic purposes?

Table 2: Frequency Counts and Percentage Distribution on the Purposes of Exploring the Internet by the Students

		Frequency	%
1.	I explore the internet most often for social networking	177	90.31
2.	I both explore the internet and use the libraries most often for academic purposes	82	41.84

3.	I get all I need academically on the internet.	191	97.45
4.	I explore the internet every hour, everyday	194	98.98

The results in Table 2 above showed that as high as 194 respondents responding 98.98% favoured exploration of internet every hour, everyday. 191 respondents is next high ranking respondents with 97.45% who favoured the use of ICT gadgets for academic activities instead of going to libraries that portends no side attractions. Next to this order is 177 respondents that represent 90.31% who contended with frequent internet exploration for social networking, while paradoxically only 82 respondents with 41.84% do explore the internet and use the libraries for academic purposes.

Research Questions 3: Does the use of ICT Gadgets Improve the Spoken and Written English Language Competence of the Students?

Table 3: Frequency Counts and Percentage Distribution of Impacts of ITC Gadgets on Spoken and Written English language Competence of the Students

		Frequency	%
1.	The use of ICT gadgets has improved my spoken English	67	34.18
2.	The use of ICT gadgets has improved my written English	53	27.04
3.	I do not either use the ICT gadgets for spoken or	190	96.93

written English		
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The results in Table 3 showed that 190 respondents which represent 96.93% agreed that they neither use their ICT gadgets for oral nor written English. Only 67 respondents representing 34.18% contended that the use of their ICT gadgets has improved their spoken English while only 53 respondents standing for 27.04% favoured the fact that the use of ICT gadgets has positive impact on their written English competence.

DISCUSSION

The results of the analyses showed 96.43% students who prefer the use of ICT gadgets to going to libraries to study. This finding agrees with the assertion of Cull (2011) on the reading behaviour of some university students in Canada and the United States of America and found that the recent transportation of academic libraries into providers of online digital texts in addition to print texts and other materials have had negative effects on students' reading culture. Instead of reading books, students now listen to people or films on "You tube", "face book", "to go", "whatsapp", among several others. Next to the above in rank are 89.80% students who favoured going to library to just while away their precious time. This finding is in line with Ibode and Isigbo-Ahanine (2011) who find in their study of redressing poor use of library culminating poor reading culture among Nigerian youths thus making books to lie fallow in libraries. As well, 44.39% of the students opted for going to libraries to read for examination purposes. The finding no less is in consonance with Sonaika (2004) that children in developed countries read during their leisure time for relaxation while majority of students in the developing countries such as Nigeria read for the purpose of passing examinations only.

However, the study found 31.12% and 25% respectively library-friendly who

favoured regular use of libraries for self-development and for research purposes. These findings reflect the assertion of Muniandy (2010) that learners all over the globe have found themselves in constant need to acquire new skills and update their knowledge and expertise as provided by the libraries for information resources beyond the confine of the school so as to facilitate teaching, learning and research developments, while conversely, 10.74% of the students posit going to the libraries as pure waste of time. This position negates the finding of Muniandy (2010) that learners all over the globe have found themselves in constant need to acquire skills and update their knowledge and expertise as provided by the libraries for information resources beyond the confine of the school so as to facilitate teaching, learning and research development.

On the other hand, 98.98% of the students contended that they explore (browse) the internet every hour, every day, thus having no time to visit the libraries. This finding confirms the submission of Muniandy (2010) that the growth of internet and the increase of the variety of information dissemination via the World Wide Web (www) have implications for how it is used in educational institutions by students, because ICT now has become a substitute for good, careful and silent reading competences which libraries portend. He states further that students nowadays spend sleepless nights and better parts of day time in school on one ICT application or the other. Closely at the heel of the above are 97.45% and 90.31% respondents who submitted that they, as a matter of fact, get all they need to know academically on the internet and for social networking respectively. These findings as well uphold the submission of Muniandy (2010) that virtually all classes of students have one ICT device or the other such as Ipad, laptop, palmtop, desktop, among others which are mostly used for social networking such as whatsapp, chatting, yahoo, etc., to the extent that when

assignments are given to students, they would brows the internet for the topic of the assignment on the ICT device, download, and copy in verbatim for submission. However, a negligible 41.84% of the students contended that they both use the internet and the libraries most often for their academic excellence. This finding is in agreement with the position of Papaefthymiou-Lytra (2010) that globalization and the development of ICT have significantly influenced education and training, and it is found that learners all over the globe have found themselves in constant need to acquire new skills and update their knowledge and expertise, all these, according to Muniandy, (2010) are provided by the libraries. It could therefore be inferred that both ICT and libraries are useful to make potential students a holistic scholar.

In another development, 96.93% of the students agreed that they do not either use the ICT for spoken or written English. This finding implies that the respondents use the ICT gadgets for spoken or written English, as such, the finding falls within the purview of Bello and Lawal (2012) that reading at the creative level involves the highest level of comprehension, (the lower being literal, inferential and critical) levels in hierarchical order, and that creative reading requires not only the reader's ability to understand the author's message at the plain (literal and inferential) levels but to be able to generate ideas which are not explicitly stated by the author but which are relevant to the theme or the topic that is being read. Also, the ability to read, comprehend and respond to the read text follows the basic tenet of communicative skills of listening, speaking, reading and writing. However, 34.18% and 27.04% students respectively asserted that the use of ICT gadgets have improved their spoken and written English. These findings negate the submission of Cull (2010) that the ICT is a text saturated world, reading online screens tends to be significantly different from reading printed materials or text. It

could be inferred from this that reading online screens might hamper the display of the four communicative skills of listening, speaking, reading and writing.

CONCLUSION

The thrust of this study is to know how often students go to libraries to read/study, how often do they brows the internet for academic purposes and also to find out if the use of ICT gadgets have improved their written and spoken English competence. Based on the finding of this study, it was concluded that ICT gadgets such as phone, computer, satellite, internet, and smartphones, among several others have great negative impact on the students. Through the finding, it was discovered that use of abbreviation of text messages is seriously affecting the students' spelling of words. Also, the use of ear piece for non-stop musical entertainment as well as enjoying terrible sites on the internet does not allow students to read these days despite the fact they keep late night.

RECOMMENDATION

Based on the discussion and conclusion, it is recommended that teachers should continue to cross check all submitted assignments by the students via the references cited to make sure such assignments were done with the use of books instead of stereotyping and Xeroxing from the internet and marks should be awarded for use of library and texts. It is also recommended that teachers should recommend reading of particular texts and summarize what is read, among others.

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